

THE MAD HATTER

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Dec. 1974

SPECIAL
CERTIFICATION
ISSUE

A DOUGLAS NEWSLETTER

TO: MAD HATTER
SUBJECT: FACULTY ASSOCIATION CERTIFICATION

I would like to tell you something about the certification situation at Capilano College.

Until last May, I was a part-time instructor in the Business Department at Capilano. As such I was not particularly concerned with the Faculty Association or its plans for certification.

When I did become aware of the certification movement, in Fall 1973, I asked why we needed a union - I was told originally "to help us bargain, to give us bargaining strength and a say in the administration of the college." (Does this sound familiar?) Being naive I said "Oh, you mean we can go on strike?" - Horrified reaction - "Oh no, no, no, - we would never do that." "Well what will the union do for us?" This usually brought a long pause - so I ask again "Then, why do we need a union?" finally "Because it is inevitable."

So we got a certification because it was "inevitable" and because most people were even less concerned than I and allowed a strong, political few to make the decision.

Last April Capilano College Faculty Association passed a resolution to call a strike vote if they did not get satisfaction in their bargaining with Council. Fortunately, the strike vote and strike were not necessary. We can never know if there would have been a strike but the feeling of the meeting was extremely militant and I believe that the membership at the meeting was prepared to strike.

Last May the college Principal resigned - co-incidence?

And now I am told "the Faculty Association has a stranglehold on the administration."

Now let us consider the present situation here at Douglas. As I see it - the Faculty Association in co-operation with the administration has done a tremendous job for us. I am satisfied with my salary and working conditions; I have a say in the appointment of faculty in my own department; I have freedom to design courses and to teach them as seems right to me. What more do I want? I do not want to run the college. I find enough challenge and excitement in teaching, to be happy that someone else is doing the administration.

Think about Capilano College, think of what you have now. Do not allow yourself to be caught up in a union through apathy.

"Let's keep the politicians out of Douglas"

H.J. Dunbar, Instructor
Business Department

DEC 12 1974

As a person outside the teaching (profession), I have taken an interest in the discussions in this paper about faculty certification.

It interests me that the president of the college's Faculty Federation is taking such a strong stand for certification. A president's job is to provide leadership, but there is a section of the faculty that is receiving no leadership from him. A president must remain neutral in all issues - only offering guidance where needed. Mr. Elmes is not doing his job. His preferences are causing some members to feel, instead of being able to approach him with arguments, they must fight the president to get what they want.

Teachers keep calling themselves members of the "teaching profession". A professional is a person who is available 24 hours a day for hire or no pay. Teachers cannot think of themselves as belonging to a labourer's union under contract for hours worked, salaries or working conditions (they work at home - so what if they don't like the conditions?) The taxpayers see the teacher as that person who wants (1) to be called a professional (2) to work 2 hours a day (3) to earn \$2000 a month. We would all like to live in that fairyland! There is no union at present that understands the professional's position enough to be able to bargain for him and to satisfy his employer (the public).

What has happened within the teaching profession in the last 10 years is surely great. Is all that about to be destroyed by sheer greed? Teachers have made some great gains. To keep it up, they must now decide - at their present earning level, are they professionals or labourers? Is it not time to abandon the idea of a union, in favour of a professional association?

...name withheld at writer's request-ed.



FACULTY MEMBERS

THE FOLLOWING ITEMS OF INFORMATION ABOUT A RECENT COLLEGE
COLLECTIVE BARGAINING DISPUTE MAY BE OF INTEREST TO YOU. IT MAY
HELP PEOPLE WHO ARE UNDECIDED ABOUT CERTIFICATION TO DECIDE
WHICH SIDE OF THE FENCE THEY WANT TO BE ON IN THE FUTURE.

ANDRE PIQUETTE

CFF DIRECTOR



Vocational Instructors' Association (B.C.)

250 West Pender Street, Vancouver 3, B.C. Telephone 681-8111

INFORMATION SHEET

PROFESSIONAL DEVELOPMENT TIME

We are requesting time be allowed within the year for everyone to return to industry and update our skills. A teacher has an obligation to the student to be aware of the latest advances in his field. College council says NO to this request.

SHIFT DIFFERENTIAL

Many of our instructors work a split shift (6 hours duty in a 13 hour span)--or a midnight shift and we feel that these people should be entitled to compensation. Council does not recognize any difference in unsocial shifts.

STUDENT CONTACT HOURS

Student contact hours vary between 25-30 hours per week. All related duties; counselling, marking, course preparation are done in the instructors own time. We feel that this is too heavy a work load to be an effective instructor.

SALARY

Latest offer: 12% over 15 months (The annual equivalent is 10.6%)

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INDUSTRIAL INQUIRY COMMISSION

- 2 -

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IN THE MATTER OF A DISPUTE

BETWEEN:

VANCOUVER COMMUNITY COLLEGE
(Hereinafter referred to as "the College")

AND:

VOCATIONAL INSTRUCTORS' ASSOCIATION
(Hereinafter referred to as "the Association")

1. I was appointed an Industrial Inquiry Commission by the Minister of Labour on September 16th, 1974, pursuant to Section 122 of the Labour Code of British Columbia Act. The parties were unable to successfully revise their collective agreement and a strike ensued, with picketing occurring at several locations. Although the strike was relatively short, it caused considerable disruption to the programmes carried on by the College.

At the time of my appointment, the question of whether my recommendations would be binding or not was conditional upon the agreement of the parties, pursuant to sub-section 8 of Section 122 of the Labour Code. The Association agreed that my recommendations should be binding but the College would not agree. As a consequence, the recommendations contained herein reflect my judgment as to terms and conditions for a revised collective agreement and the parties are free to accept or reject them, or to modify them as they see fit.

Meetings were held with the parties on September 23rd and 24th, 1974. Hearings began on September 26th in the City of Vancouver and concluded on September 28th, 1974.

2. It should be stressed that my recommendations deal only with the residual items not agreed to in direct negotiations. The major items agreed to are summarized in Appendix I. The full measure of change from the old collective agreement can only be seen by reading my recommendations in conjunction with Appendix I.

For convenience, I intend to deal with the unresolved items referred to me under the following headings:

Professional Development:

(i) Educational Leave

(ii) Professional Development Leave

Work Load and Student Contact-Hours

Vacation Allowances - Divisional Chairmen

Responsibility Allowances

Salary Schedule - Access to Steps 14 and 15

Shift Differentials

Duration of Agreement

Retroactivity

Preamble

Reimbursement - Two-day "study session"

Miscellaneous Items

3. I have made the point on other occasions that labour-management relations have become exceedingly complex in recent years. This dispute is a good example of a bargaining relationship that must attempt to cope, not only with the economic and human needs of the employee group, but as well, with the evolving educational needs of the community served by the College. By and large, decisions involving such a large number of interrelated variables are best made by the parties concerned. They are in the most knowledgeable position to assess the full impact of proposed changes and to balance the often conflicting needs of the College, the Association, and the student body.

I make these observations to explain how I see my role as a third party in this dispute. Complex technical issues are best handled by the parties themselves. If the processes for joint consultation and decision-making are not working effectively or have broken down completely, my recommendations should be designed to strengthen those processes for the future. The best that a third party can do is to indicate the direction for change, based upon the evidence before me, and to then rely on the parties to give effect to the detailed application.

4. Professional Development:

The parties have been unable to agree to terms and conditions concerning the granting of leave for educational purposes and for professional development. At issue is the philosophical question of whether such leaves should be established as a matter of "right" or whether the granting of such leaves should be "discretionary", dependent upon the needs of the individual instructor and the welfare of the College.

The Association's original request was for one month of professional development leave per year for all instructors as a matter of right. Under their request, the time would be spent in a variety of ways (returning to industry, updating course content, establishing relations with other institutions, etc.) and would be fully accountable. This request was subsequently reduced to a minimum of five days per year for each instructor.

The College has indicated its willingness to provide added funds for this purpose, but insists that all applications for such leave should be judged on individual merit, but with a joint committee to examine those applications refused.

The College proposed the following terms for Educational leave:

1. General

Educational leave is granted through the authority of the College Council. The welfare of the College and the professional competence of the instructor are among the prime considerations in approving leave for approved study or research.

Requests for educational leave must be made to his Principal and must be accompanied by an outline of the purpose for the leave.

The instructor within one month of his return to duty must submit to his Principal satisfactory evidence of having carried out the purpose for which the leave was granted. In the event of failing to do so, the instructor shall refund the amount paid by the College to him during such leave.

An instructor shall not be eligible to be granted educational leave of more than a cumulative total of twenty-four (24) months as an instructor.

Approved educational leave shall be at the rate of 60% of salary and allowances; contributions for Employee Benefits will be continued during educational leave by the College and the instructor and the leave period will count in full for increment purposes.

2. Long-Term

Leave of more than four (4) months to one calendar year shall be considered long-term leave.

In order to be granted long-term leave, an instructor must be a permanent regular instructor and have been on staff for at least five (5) continuous years.

"The instructor undertakes to remain in the service of the College for a minimum of three (3) years immediately following return from such leave. In the event the instructor fails to remain one (1) complete year he shall refund to the College the full amount paid by the College to him during such leave; failing to remain two (2) complete years he shall refund two-thirds (2/3) of the amount; failing to remain three (3) complete years he shall refund one-third (1/3) of the amount."

Normally, an instructor shall not be eligible for a subsequent long-term educational leave until a period of six (6) years has elapsed from the completion of the previous such leave.

A request for such leave must be made at least six (6) months prior to the proposed commencement date. The instructor will receive a preliminary reply at least four (4) months prior to the requested commencement date, and a final reply at least three (3) months prior.

3. Short-Term

Leave of from eleven (11) days to four (4) months shall be considered short-term leave.

In order to be granted short-term leave an instructor must be a permanent regular instructor and must have been on staff for two (2) continuous years.

The instructor undertakes to remain in the service of the College for a minimum of one (1) year immediately following return from such leave and in the event of failing to do so, shall refund the amount paid by the College to the faculty member during such leave.

A request for such leave must be made at least two (2) months prior to the proposed commencement date. The instructor will receive a reply at least one (1) month prior to the requested commencement date.

The Association's position is that the cumulative total of 24 months is too short; that the time an instructor must remain in the service of the College following long-term leave is too long; and that the definition of short-term leave should be altered.

While I appreciate the concerns expressed by the Association, the proposal of the College establishes a good starting point for a more rational and explicit policy. The needs of instructors and the College will no doubt change over the years and if the time periods set out in the proposal prove onerous or unworkable, they may be amended as circumstances change.

Recommendations on Professional Development:

(i) Educational Leave:

That the College proposal as set out above be incorporated into a revised collective agreement.

(ii) Professional Development Leave:

That all instructors, regardless of their field of instruction, be granted a minimum of five (5) days per year for professional development purposes.

That any additional professional development leave granted by the College above the five-day minimum continue to be based upon individual application, need, and merit.

Because of the importance of this matter, I should explain my reasoning so that these two recommendations may be seen in full context. The College is not opposed to the concept of professional development leave, but it does take the view that it should be related to the specific needs of individual instructors and the nature of their field of instruction. Their argument is that the needs of an instructor in the vocational field are different from those in academic fields or in special programmes offered by the College.

I accept that argument and that is the purpose of my second recommendation under this heading. However, I am also of the opinion that there is a crucial minimum that all instructors, regardless of their field of instruction, require to maintain contact with developments in their field. I am also of the opinion that this time should be accountable; that the individual should submit a formal proposal setting out how the time will be used to his advantage and that of the College. It is my understanding that teachers under the Public Schools Act are entitled to six days per year for professional development purposes.

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During the course of the hearings it became clear that the parties need to be in closer communication on the administration of educational and professional leave matters. Toward that end, I recommend as follows:

- (iii) That the parties strike a joint committee to monitor the application of the educational and professional development leave provisions of the agreement and to advise the College from time to time on potential improvements in their administration.

5. Work Load and Student Contact-Hours.

The request of the Association is for a reduction in student contact-hours from the present levels (ranging between 30 hours per week to 25 hours) to not more than 20 student contact-hours for classroom teaching. They also proposed a number of alternatives designed to at least partially accomplish the same objective.

Of all the issues placed before me, I find the whole question of work loads and student contact-hours to be the most complex. The evidence before me is that a reduction in contact-hours to a maximum of 20 hours per week would require approximately 90 additional instructors at a cost of approximately 1 1/4 million dollars, based on 1973 salary levels. In addition, the College is faced with a number of mandatory legislative requirements in some of its programmes and in others, it is locked-in as a result of negotiated agreements. The issue is further complicated by the lack of adequately trained instructors which would be needed to bring about such a reduction. As a third party, it is extremely difficult for me to assess the full impact of my recommendation I might make.

After a careful review of the submissions made to me, I am of the opinion that some reduction in classroom teaching hours is both desirable and possible. For example, it appears that in the College Foundations programme teaching hours could be reduced from the present 25 hours to 20 hours without seriously reducing the standard of service to students. But I am not in a position to recommend how such a change should be implemented. Given the variety of programmes offered by the College, it is not possible for me to assess the budgetary as well as educational consequences of a blanket reduction in classroom teaching hours.

In the circumstances, I recommend as follows:

That the parties strike a joint committee to study alternative ways and means of moving towards a reduction in classroom teaching hours, including an assessment of both the budgetary and educational implications of the various alternatives.

I recommend further that the joint committee explore the possibility of phasing a reduction in contact-hours over a two-year budgetary period to provide an opportunity for the necessary financial adjustments.

To ensure that such a study proceed expeditiously, I recommend that the parties work to a deadline for the report of the committee of not later than March 31st, 1975.

6. Vacation Allowances - Divisional Chairmen:

This item pertains to the four Divisional Chairmen at the Vancouver Vocational Institute. These positions were approved by the College on July 19, 1971, and resulted from a joint study by the parties. It was agreed at that time that Divisional Chairmen would be entitled to statutory and vacation holidays of the administrative staff level. Currently that amounts to 25 days per year, but in addition they receive 8.3% of annual salary. The purpose of this latter arrangement is to give them a benefit equivalent to that of instructors. The objective of the Association is to provide the same vacation entitlement to Divisional Chairmen and to eliminate the concept of an equivalent benefit in dollars.

In considering this matter, I note that the Divisional Chairmen are and must remain at all times members of the Association. In addition to their administrative duties, they may carry up to one-quarter of an instructional load.

The College is concerned that extending the vacation entitlement will mean that the Divisional Chairman's administrative responsibilities will go unattended for too long a period. I agree that an immediate increase in vacations from the present level to the 44 day level of instructors would cause a considerable hardship to the College, both in terms of the cost of providing responsible deputies and in terms of providing effective administration.

Taking all of these matters into account, I recommend as follows:

That vacation entitlement of Divisional Chairmen for 1974 be set at 25 days + 8.3% of annual salary and further, that effective January 1st, 1975, vacation entitlement be set at 30 days + 5.8% of annual salary.

Responsibility Allowances:

The expired collective agreement makes provision for responsibility allowances for instructors who assume administrative or co-ordinating functions. My understanding is that the parties have agreed to a rate of \$1922 per year for Divisional Chairmen.

The current rate for Department Heads is \$528 per year and the Association requests that this be increased to \$1,000 per year. In addition, the Association proposes a rate of \$800 per year for Assistant Department Heads and Co-ordinator II positions and \$600 per year for Co-ordinator I positions. The College proposes rates of \$200 per year for Department Heads; \$500 per year for Assistant Department Heads and Co-ordinator II; and \$250 per year for Co-ordinator I. My understanding is that these latter positions are new and are part of a re-organization of administrative arrangements.

In my judgment, the proposals of the College are fair and reasonable and I recommend that they be accepted as part of a revised collective agreement.

I recommend further that the parties sign a letter of understanding, to include the following:

That the Department Heads in Beauty Culture (Nichols), Engineering (Reid) and Graphics (Frandsen) will receive an allowance of \$1,056 per annum until such time as the allowance for a Department Head exceeds that amount as long as the incumbents continue to hold that office and the duties and responsibilities remain substantially unchanged; that the Department Chairman in Food Trades (Nowacki) will receive an allowance of \$1,584 until 31 December 1974 and an allowance of \$1,056 effective 1 January 1975 until such time as the allowance for Department Head exceeds that amount and as long as he holds that position and the duties and responsibilities remain substantially unchanged from what is anticipated shortly; that any other instructor drawing an allowance as Department Head will continue to draw the amount he received on 1 December 1973 as long as he holds the position of Department Head, Assistant Department Head or Co-ordinator II and until such time as the appropriate allowance exceeds the protected figure.

8. Salary Schedule - Access to Steps 14 and 15:

The parties are not far apart on the salary schedules each is proposing. Indeed, if they had been able to resolve the question of professional development and student contact-hours, I am of the opinion that they could have reached agreement on most other matters.

The Association proposes a 12% increase effective January 1st, 1974, and a further increase of 3% effective April 1st, 1974. The College proposes the elimination of step 0 in the scale; an increase of 12% at Step 1, effective January 1st, 1974; and an increase of 11% at Step 15 in the scale, effective January 1st, 1974.

I have given a great deal of thought to this matter and for a number of reasons. I have concluded that I should recommend the adoption of the College proposal, with some modifications. The College proposal compares favourably with schedules in effect at various community colleges and vocational institutions throughout the Province. The 1974 average for these institutions was approximately \$11,884 at the minimum and \$19,969 at the maximum. The effect of the College proposal is \$12,004 at the minimum and \$20,110 at the maximum.

I have also been influenced in this matter by the fact that the revised collective agreement, if for a one-year term, would expire December 31st, 1974. This means that if the issues had been resolved in a normal period, it could be re-opened on September 1st, 1974. With the long delay, the revised agreement could be re-negotiated almost on the day of signing.

Recommendation on Salary Schedules:

That the following salary schedule be accepted, effective January 1st, 1974:

Step	Per Annum (Regular Full-time)	Per Diem (Temporary and Auxiliary Full-time)
1	\$ 12,004	\$ 58.56
2	12,583	61.38
3	13,162	64.20
4	13,741	67.03
5	14,320	69.85
6	14,899	72.68
7	15,478	75.50
8	16,057	78.33
9	16,636	81.15
10	17,215	83.98
11	17,794	86.80
12	18,373	89.62
13	18,952	92.45
* 14	19,531	95.27
* 15	20,110	98.10

Access to Steps 14 and 15:

Historically the last two steps on the salary schedule have been restricted to instructors in Engineering and Navigation. The Association seeks the removal of this "bar", so that all instructors could advance to levels 14 and 15. The evidence is that 39 instructors are currently at Step 13. The College proposes the following procedures for re-classification:

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Article IV C:

- (a) In order to proceed beyond Step 13 on the salary schedule the regular instructor must: be judged by the panel established under this Article to be "very good in his appointed capacity" and be judged "to have made a contribution to the College" and possess an instructor's diploma or exemption as outlined in Article IV A 2(a).
- (b) A regular instructor on Step 13 will be advised by the Principal of the College or his delegate of the re-classification opportunity at least six (6) months prior to the increment date on which he would be otherwise eligible to advance to Step 14.
- (c) The regular instructor must apply to the Executive Director - Instruction of the College to proceed beyond Step 13. The application must be made within a month of the date on which he was notified.
- (d) The panel for each applicant will be formed forthwith by the Principal. The panel will be composed of:
 - the Principal of the College or his delegate;
 - the Principal or his delegate;
 - a Division Chairman;
 - a faculty member chosen by the Association.
- (e) The panel will make its decision at least one (1) month prior to the increment date involved and this decision is not subject to the grievance procedure. An unsuccessful candidate will be given the reasons for the decision.
- (f) An applicant can make one application for re-classification in a year.
- (g) Re-classification can only take effect on the subsequent increment date.

While I have a great deal of sympathy with the position of the College on this matter and would encourage periodic review of performance, particularly in the early years of an instructor's career, I am of the opinion that the proposal would prove to be cumbersome and extremely time consuming.

The 39 instructors involved have all had considerable experience in their fields and if they are not performing effectively and contributing to the College, some other means ought to be found to encourage better performance.

Recommendation - Access to Steps 14 and 15:

That effective January 1st, 1975, the "bar" to advancement to Steps 14 and 15 be removed.

9. Shift Differentials:

The Association proposes the introduction of a schedule of shifts, with an additional allowance to be paid to all instructors who are assigned to duties outside of the hours of 8:00 a.m. to 5:00 p.m. They seek an allowance of 10% over monthly salary for an afternoon shift and a 15% allowance for night shift. In addition they seek priority for moving from afternoon or night shift to day shift, based on length of service with the College.

The payment of shift differentials in industrial and commercial operations is, of course, a common occurrence, but I have not been able to find an example of it in an educational institution. If the College moves closer to a 24-hour operation in the future, it may be necessary to move to some form of adjustment, either in salary or in reduced hours, but I am not prepared to make a recommendation on the issue at this time.

10. Duration of Agreement:

Historically the parties have signed collective agreements of one-year's duration. As indicated earlier, a one-year agreement would expire on December 31st, 1974, and would be subject to re-negotiation on the date of signing and that would not, in my opinion, contribute to improved relations between the parties.

Recommendation - Duration of Agreement:

That the parties enter into a collective agreement for a 15-month period from January 1st, 1974, to March 31st, 1975.

That as soon as practicable after the signing of the collective agreement, each instructor currently on contract should receive a lump-sum payment equal to 3% of his 1974 earnings. For the purpose of this recommendation, all instructors currently on contract will be presumed to remain in the service of the College until December 31st, 1974. Instructors who entered into contracts with the College subsequent to January 1st, 1974, should have their lump-sum payment pro-rated, based on months of service in 1974.

The effect of these recommendations is to move the period of the collective agreement to coincide with the budget year of the College and to create an expiry date that coincides with other collective agreements to which the College is party. The 3% lump-sum payment is intended to compensate instructors for the three-month extension of the collective agreement into 1975.

11. Retroactivity:

I recommend that the salary schedule adjustments apply retroactively to all regular and temporary instructors employed by the College during 1974, excluding auxiliary instructors.

I recommend that the changes in the group life insurance provisions should become effective at the beginning of the month following the signing of the agreement.

Preamble:

The preamble to the expired collective agreement reads in part as follows:

"And whereas the Association... is the bargaining authority for that group of employees engaged as Instructors at the Vancouver, Vocational Institute, 250 West Pender Street, Vancouver 3, B. C. "

The certification issued by the Labour Relations Board defines the unit as "instructors employed within the Vancouver Vocational Institute at 250 West Pender Street, Vancouver, B. C. "

The certification issued to the Faculty Association of Vancouver City College (Langara) defines their unit as "instructors, counsellors and librarians at Vancouver City College (Langara), 100 West 49th Avenue, Vancouver, B. C. "

The College has always recognized that instructors employed through the Special Programmes Division and teaching at the King Edward Centre were covered by the collective agreement, even though the certificate refers only to the Vancouver Vocational Institute location. The Association seeks a change in the preamble to more clearly define those covered by the agreement. The College is not opposed to this, but point out quite properly that the Association should make application to the Labour Relations Board to have its certificate varied.

Both parties have an interest in seeing this resolved at the earliest possible date. Pending an application to the Labour Relations Board, I recommend that the parties sign a letter of understanding as follows:

"The parties agree that the collective agreement covers all those employed as instructors, counsellors, and librarians in programmes coming under the auspices of the Vancouver Vocational Institute and the Special Programmes Division of the College. "

I further recommend that the parties include the following provision in the collective agreement to cover the situation where a programme is under the auspices of V. V. I. or S. P. D., but is being taught at Langara and to clarify the position of instructors on temporary transfer to another bargaining unit:

Temporary Transfer

An instructor who has been assigned to another bargaining unit for a specified period of time which shall not exceed one year, on his return to a position within this unit shall have all duty time work during his assignment considered as if it was worked at this unit. The instructor will be consulted prior to the assignment.

An instructor who has been assigned from another bargaining unit where he was an employee of the College, to a position covered by this agreement for a specified period of time not to exceed one year, shall be subject only to the provisions of Articles I, II, III, V, IX, XII of this agreement and in all other matters shall continue under the provisions in effect at the location from which he was transferred.

If a similar clause were contained in the Langara collective agreement, the effect would be that instructors on temporary transfer would receive the salary and benefits of their "home" unit, but would be subject to the duties and responsibilities prevailing in the "host" unit.

13. Reimbursement - Two-day "Study Session":

Members of the Association were participants in a two-day "study session" on June 13th and 14th, 1974. I understand the purpose of their failure to perform normal duties was to protest delays in arriving at a new collective agreement. The College deducted two day's pay from the participants and the Association requests that I recommend a restoration of their lost pay.

In my opinion it would be most improper for me to make such a recommendation. If they were of the view that such action was necessary in advancing their interests, then they must in turn live with the consequences that flowed from it.

14. Miscellaneous Items:

There are a number of items that should be clarified; some involve minor changes in wording, while others are changes of substance. As a reference for the parties, the Articles referred to are contained in the Draft Agreement of June 5th, 1974, as amended.

IV. Salaries and Allowances:

I recommend that the note designated as 2 (a), (b), and (c) be retained.

I recommend that A 4 (a) - (f) be included in the agreement, with (e) amended to read Step 1.

V. Duties and Responsibilities:

That V C read as follows:

Arrangements will be made at the convenience of the Centre for a meal break of one hour's duration and for two fifteen-minute breaks each day. The breaks shall not be included as part of the hours of assigned duty.

Appendix I

Matters Agreed to by the Parties.

That V E read as follows:

The provisions of the foregoing B, C, and D may be waived by the mutual consent of the instructor and the Principal of the Centre. The Principal will advise the Association prior to a waiving of item D.

That the paragraph at the end of G be included in the agreement to facilitate changes in contact hours that may be accomplished through team teaching, scheduling, etc.

X. Division Chairmen, etc.:

That A be amended to read:

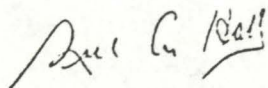
A Division Chairman, etc.....must simultaneously be a full-time regular instructor.

That C be amended to read:

.....the appointee shall be confirmed for an additional three-year period.

1. Vacations - to be increased from 37 days per year to two months.
2. Bereavement Leave - increased from 3 days to 5 days.
3. Divisional Chairmen - allowance agreed at \$1922.
4. Group Life Insurance - increased from \$15,000 to 2 times annual salary.
5. Severance Pay - limit increased from 3 months to 4 months.
6. Sick Leave - accumulation per year increased from 15 days to 18 days; upper accumulation limit of 261 days.
7. Maternity Leave - 6 months protection.
8. Jury Duty and Court Appearance Clause.
9. Exclusion of Divisional Chairmen from Grievance Procedure.
10. Definition of duties and responsibilities of administrative personnel.
11. Technological Change Clause.

15. It remains for me to thank the parties for their patience in educating me to the complexities of their bargaining relationship. I will, of course, be available to clarify any matters in my report.



Dr. Noel A. Hall
Industrial Inquiry Commission.

Dated at Vancouver this 9th day of October 1974.

(3)
Industrial
Inquiry
Commission.

122. (1) The minister may, either upon application or on his own motion, make or cause to be made such inquiries as he considers advisable respecting industrial matters, and, subject to this Act and the regulations, may do such things as he considers necessary to maintain or secure industrial peace and to promote conditions favourable to settlement of disputes.

(2) For any of the purposes of subsection (1), or where in any industry a dispute between employers and employees exists or is likely to arise, the minister may refer the matters involved to a commission, to be designated as an "Industrial Inquiry Commission", for investigation and report.

(3) The minister shall furnish the Industrial Inquiry Commission with a statement of the matters concerning which the inquiry is to be made, and, where an inquiry involves particular persons or parties, shall advise those persons or parties of the appointment.

(4) Following its appointment, an Industrial Inquiry Commission shall inquire into the matters referred to it by the minister and endeavour to carry out its terms of reference; and, if a settlement is not effected in the meantime, it shall report the result of its inquiries, including its recommendations, to the minister within fourteen days after its appointment, or within such extensions of time as the minister may grant.

(5) Upon receipt of a report of an Industrial Inquiry Commission relating to any dispute between employers and employees, the minister shall furnish a copy to each of the parties affected, and shall publish it in any manner as he considers advisable.

(6) An Industrial Inquiry Commission shall consist of one or more members appointed by the minister.

(7) An Industrial Inquiry Commission shall, during its period of appointment, have the power and authority of a Commissioner under sections 7, 10, and 11 of the *Public Inquiries Act*.

(8) Where, either before or after an Industrial Inquiry Commission makes its report, the parties agree in writing to accept the report in respect of the matters referred to the Industrial Inquiry Commission, the parties are bound by the report in respect of those matters. 1973 (2nd Sess.), c. 122, s. 122.



September 16, 1974.

-----: INFORMATION BULLETIN:-----

THE FACULTY ASSOCIATION OF VANCOUVER COMMUNITY COLLEGE, LANGARA

HOW DID THE V.I.A. STRIKE HAPPEN?

THE VOCATIONAL INSTRUCTORS' ASSOCIATION - COLLEGE COUNCIL DISPUTE

HISTORICAL BACKGROUND FOR THE LANGARA
FACULTY ASSOCIATION'S SUPPORT FOR THE
V.I.A. POSITION

The instructors of the Vancouver Vocational Institute and the Special Programs Division and Vancouver Vocational Institute of Vancouver Community College have been without a contract covering their educational responsibilities, working conditions and salary matters since January 1, 1974. On September 11, 1974 these instructors, members of the Vocational Instructors Association (V.I.A.) withdrew their services in a legal strike, closed the Vancouver Vocational Institute, the Vancouver School of Art and the Special Programs Division and interrupted the classes at the Langara campus.

How did this occur? An annotated chronology of events as seen from Langara will not cover all of the steps that led to strike action, but it may assist in understanding.

- November 1973: The V.I.A. informed the College Labour Relations Officer of their intent to open the existing contract for negotiation. The College also indicated intent to negotiate certain contract clauses.
- December 1973
- February 1974: The College delayed sitting down to negotiate until February 1974. Retroactive pay to the contract expiration date was an early issue.
- March 1974
- May 1974: After a series of meetings negotiations gradually focused on several "difficult" issues: time (conveniently called professional development) for instructors to return to industry to update skills similar to the time available to instructors at the Langara campus; time for counselling, course preparation, and educational support activities within the work week through a reduction of classroom contact hours; compensation for extended shift work, which often results in a 13 hour work span, and adequate salary adjustment to meet the inflationary spiral.
- May 1974: To effect resolution after three months of discussion the Vocational Instructors Association sought the services of a Labour Relations Board appointed mediator.
- June 1974
- July 1974: The mediator worked with both parties to bring about a resolution without effect.
- After the mediator reported no points of agreement the V.I.A. asked that both parties; the College Council and themselves, move to binding arbitration. This mechanism for resolution in which a government appointed arbitrator examines the issues and offers a solution binding to both sides must be agreed to by both parties. The College Council refused.
- The V.I.A. searching for a lever to effect resolution, took a strike vote. Ninety percent (90%) of their membership voted for strike. Strike notice was served at the College Council meeting of July 8, 1974.
- July 1974
- August 1974: Throughout the rest of the summer discussions continued sporadically. No change in positions occurred but the V.I.A., hopeful for conclusion, did not strike but continued to press for binding arbitration.
- Sept. 11, 1974: With the ninety day period in which strike was legally possible running out, the V.I.A. withdrew services.

The issues are complex but are rooted in evolving educational objectives on the part of the vocational instructors. These faculty members, influenced by changing educational methodology, changing career technology and changing student needs have become irrevocably committed to effecting changes in the rigid, archaic teaching schedule into which they are locked. They are not unmindful of the realities of educational financing but have, too long, been put off by College inability to support necessary reform.

THE V.I.A. - COLLEGE COUNCIL DISPUTE:

HISTORICAL BACKGROUND FOR THE LANGARA FACULTY ASSOCIATION'S SUPPORT FOR THE V.I.A. POSITION.

The Faculty Association of the V.C.C., Langara campus is supporting the V.I.A. in its dispute with the College Council not simply because the V.I.A. is a fellow union, sharing the same employer, but because the issues at stake affect both college campuses vitally. At this moment the V.I.A.'s efforts to secure universally applied professional development time for V.V.I. instructors are being rebuffed by the College Council. However, this dispute is not new; the long existing professional developments provisions Langara instructors, along with other important working conditions, have been under attack by the Executive Office and the College Council for several years past as the following historical outline will help to make clear. In particular, it is concern for the preservation of professional development time so vital to the quality of education in a community college, that underlies the Langara Faculty Association's present position.

1962: King Edward Adult Education Centre opened under auspices of the Vancouver School Board.

1962

-1965: initial aspects of working conditions evolved through discussion and negotiation between centre instructors and administration.

1965: Vancouver Community College legislated into existence by School Board executive action, comprising Vancouver Vocational Institute, Vancouver School of Art, King Edward Centre.

: Faculty associations in each centre either in existence or then organized.

: King Edward Centre Faculty Association begins to formulate, with administration, a Handbook of working conditions.

1969

-1970: Provincial legislation establishes College Councils to operate Colleges under amendment to Public Schools Act.

1970: King Edward Centre moves to Langara Campus.

: Special Programs Division organized at King Edward, absorbing some courses from Langara under protest from many Langara Faculty.

1971: Overtures of uniformity of working conditions felt throughout College. Feeling that College Council attempting to rescind traditional aspects of Langara Faculty working conditions, especially two months of professional development time. Handbook called an "accidental document" to the indignation of faculty.

: reluctance of College Council to improve working conditions of V.V.I. and S.P.D. instructors.

: Dr. Gilligan replaces Dr. Wales as College Principal. College faculty not asked to participate in selection of Dr. Gilligan.

1972

Jan.- Council - Administration attempts to:

Feb.:

- extend instructional year of some Langara faculty to 10 months from 8 months;

- exclude counsellors, librarians and part-time faculty from common negotiations;

- make faculty appointments College-wide rather than campus-attached.

: Langara Faculty Association incensed by Dr. Gilligan's methods and intent, votes no confidence in him. This vote has never been rescinded.

1972

Oct.: Langara Faculty Association first applies for certification as a legal bargaining unit under the Labour Relations Act. Opposed as a separate unit by College Council.

1973

May: After some difficulty, certification as a bargaining unit granted under the Labour Relations Act, to include "instructors, counsellors and librarians at Vancouver Community College, Langara".

1973

June: First collective agreement signed.

: Position of Division chairmen disputed; Council feels them not to be

cont'd...

appropriately contained in the Langara Faculty Association Bargaining unit, but agrees with Faculty to have the Labour Relations Board arbitrate the dispute.

1974

April: Labour Relations Board rules Division Chairmen are contained in the Langara Faculty bargaining unit. Incisive document produced to support decision, under chairmanship of Paul Weiler.

1974

Sept.: Facing our first major test as a union, supporting the V.I.A. as part of an effort to maintain essential aspects of working conditions for College faculty, conditions which have a direct affect on the quality of the learning situation.

An examination of the historical record suggests that the College Council supported by the Executive Office, has been attempting to reorganize Vancouver Community College according to an arbitrary and mechanistic model that it has never openly acknowledged or publicly debated.

This model more closely resembles a factory than an institution of higher learning, valuing efficiency of production over the effectiveness of human relationships. But a system that manufactures consumer products is not best suited to foster learning. It is those human relationships that scientific study after scientific study has shown are most crucial to genuine learning. Instructors at Langara have never lost sight of the fact that teachers need time to establish effective contact with their students and that time is needed to keep up with the latest developments in their fields of study. A college operating on the mechanistic, factory model would minimize such time in the interests of so-called efficiency, and, although the yearly financial statement may look impressive, the real cost to the quality education would go unrecorded. So while the immediate effects of the V.I.A. strike may be distressing to both students and faculty at Langara, hopefully it is clear that those effects are small in comparison to what thousands of students may have to face at Vancouver Community College in years to come.

In supporting the V.I.A. position that their dispute can be resolved by arbitration which we expect to be sensitive to educational needs, the Langara Faculty Association believes it supports the future.

FOR IMMEDIATE RELEASE

As a result of direction from his executive board, College Faculties Federation president Herb Warburton, expressing concern for the educational impact of the Vancouver Community College strike, sent the following telegram to the Minister of Labour, The Honourable William King today:

"The executive of the College Faculties Federation of British Columbia representing over seven hundred academic and vocational faculty members in eight community colleges urges you to accede to the request of the Vocational Instructors Association to appoint an Industrial Inquiry Commission to resolve this prolonged dispute. Stop.

The College Faculties Federation deplores the refusal of the Vancouver Community College Council to accept binding arbitration and sees the Inquiry Commission as the necessary step for resolution. The College Faculties Federation also deplores any delay and its effect upon the victims of the dispute - the students of the college."

*(signed) H.W. Warburton, President.

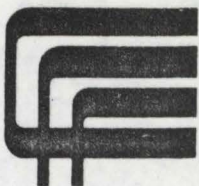
Copies of this telegram were sent to Mrs. Virginia Beirnes, Chairman Vancouver Community College Council, Karl Gregg, President Vocational Instructors Association and the Honourable Eileen Dailly, Minister of Education.

The Executive of the Federation also voted to inform member associations throughout British Columbia of the four major issues in the dispute: one, time allowance to keep up with changing technology and educational methods; two, adjustment of student instructor contact hours to increase teaching effectiveness; three, salary adjustments for shifts which demand a thirteen hour span; and four, adequate salary adjustments to meet the inflationary spiral. The College Faculties Federation is urging its member associations throughout the Province to raise funds in support of the Vocational Instructors Association.

Capilano College Faculty Association voted last Thursday to give \$500.00 from its membership revenues to the Vocational Instructors Association and to establish a strike support committee to assist the Vocational Instructors Association with pickets and information.

The College Faculties Federation and the Vocational Instructors Association have worked cooperatively in a number of endeavours for community college faculty development providing joint in-service programs each year.

Information contacts: Ross Carter, CFF director, VCC - 926-5963
Bill Shermbrucker, CFF director, Capilano College - 224-0555 or 980-7511



College Faculties Federation
of British Columbia

DOUGLAS COLLEGE
ARCHIVES

19 November, 1974

TO: ALL CFF DIRECTORS
FROM: HERB WARBURTON, PRESIDENT

As you all know, I have been instructed to seek from the Minister of Education a copy(ies) of the Report of the Task Force on Melding of Community Colleges and B.C. Adult Vocational Schools. To date we have had no response to our requests.

To my considerable surprise, a copy of the report was distributed to all Okanagan College Council members as an Appendix to minutes of a meeting of one of the Council's Committees. At the meeting of the Council last Thursday, I asked the Chairman where the copy of the report had been obtained. The answer was that it was brought to the Committee by one of our vocational instructors (who happens, incidentally, to be the Chairman of the Okanagan Chapter of the SVI). As the copy was not marked "confidential" or in any other way to be limited in circulation they felt free to reproduce it and make the above distribution. This being the case it seemed that we could hardly come under criticism in the CFF for providing each of you with a copy.

This should be considered as an item of new business on the agenda of our meeting of November 30th, 1974 in Vancouver. Your comments on the report and any proposed further action by CFF will be helpful at that time.

Some of you could be interested in knowing where the vocational schools-colleges melding situation is at. My feeling is that this kind of information should be made public to encourage intelligent discussion. I would be interested in your comments.

*Andie J. Sweet
CFF Secretary*

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APPENDIX B to the Minutes of the
Liaison Committee Meeting of
November 7, 1974

TO
THE HONOURABLE EILEEN E. DAILLY, MINISTER OF EDUCATION

REPORT
OF THE
MINISTER'S TASK FORCE
ON THE
MELDING OF
COMMUNITY COLLEGES
AND
BRITISH COLUMBIA ADULT VOCATIONAL SCHOOLS

NOVEMBER 1, 1973

- I Terms of Reference
- II Work of the Task Force
- III Summary of Recommendations
- IV Legislation requirements
- V Financial concerns
- VI Memorandum of Agreement
- VII Administrative Procedures
- VIII Other recommendations

REPORT
OF THE
MINISTER'S TASK FORCE ON THE MELDING OF COMMUNITY COLLEGES AND BRITISH COLUMBIA
ADULT VOCATIONAL SCHOOLS

At the request of the Honourable the Minister of Education, a committee was assembled on July 10, 1973 by the Superintendent of Post-Secondary Education to enquire into and to report to the Minister on matters pertaining to the melding of community colleges and B.C. Vocational Schools.

Chairman - Dr. R.F. Grant,	Principal, Okanagan College
Members - Mr. J.R. Adams,	Administrative Assistant to General Secretary, B.C. Government Employees' Union
Mrs. K. Brodie,	President, Society of Vocational Instructors
Mr. W. Henderson,	Personnel Officer, Department of Public Works
Mr. E.E. Livesey,	President, College Faculty Federation, Vancouver City College, Langara
Mr. John Melville,	Assistant Deputy Minister, Department of Labour
Mr. Ray Mercer,	Assistant Director, Western Region, Canadian Union of Public Employees
Mr. R.A. Munro,	Director of Administration & Finance, Division of Post-Secondary Education
Mr. J. Galt Wilson,	President of the Association of B.C. Colleges
Mr. V.E. Rickard,	Assistant Superintendent, Post-Secondary Education
Advisors - Mr. R. Adamson - Mr. J. Brewin	Attorney-General's Department

Secretary - Mr. H.S.C. Archbold, Division of Post-Secondary Education

The Task Force was instructed to submit a report and recommendations to the Minister of Education under the following terms:

I. TERMS OF REFERENCE

The Committee will seek means to implement the official melding by April 1, 1974, of the following regional colleges and B.C. Vocational Schools:

Camosun College and the B.C. Vocational School at Victoria
Cariboo College " " " " " " Kamloops
The College of New Caledonia and the B.C. Vocational School at Prince George
Malaspina College and the B.C. Vocational School at Nanaimo
Okanagan College " " " " " " Kelowna
Selkirk College " " " " " " Nelson

The Committee will recommend any legislation it may deem necessary to implement the melding as above. It will recommend the conditions within whatever form of agreement is adopted that will safeguard the interests of the Government employees who are to become employees of College Councils. It will suggest the future relationship between the College Councils and governmental departments such as Education, Labour, Public Works and Health, and Canada Manpower. It will recommend the establishment of new administrative and financial procedures.

II. THE WORK OF THE TASK FORCE

The task force on the melding of Colleges and B.C. Vocational Schools has met on three occasions to organize its work and reach consensus on its recommendations. The work itself has been carried out mainly by two sub-committees. One of these committees considered the problems involved in the transfer of government personnel to the colleges. It was chaired by Mr. R. Mercer. The other committee, chaired by Mr. J. Galt Wilson, considered legal, financial and administrative questions.

The committee on personnel visited each melding college. It held meetings with the government employees and with the representatives of the Councils and administration of the colleges. The committee also met with representatives of the Civil Service Commission and the Superannuation Commission. In its meetings, the sub-committee discussed proposals and accepted recommendations. The objective was to establish and elaborate the terms necessary to safeguard the interests of the government employees affected by melding.

The committee on legal, financial and administrative matters held a meeting involving College administrators and officials representing the Department of Labour. It met with the Deputy Minister of Public Works and with the British Columbia and Yukon Territory Building and Construction Trades Council. It has worked with representatives of the Attorney-General's Department.

The task force as a whole has debated each item in this report. The final recommendations have been approved unanimously by the full committee. It has been evident to all that the successful result of the melding process will require some years of change and development among all the agencies concerned.

III. SUMMARY OF RECOMMENDATIONS

1. The Public Schools Act should be amended such that each of the public colleges in British Columbia will become a body corporate. This should be accomplished prior to April 1, 1974.
2. In order to safeguard the interests of those employees of the Provincial Government who are becoming employees of a College as a result of melding, each College involved should enter into a memorandum of agreement with the Department of Education. The memorandum of agreement should embody the recommendations elaborated in this report.
3. Where a vocational school is melded with a College, the land defined as the vocational school site should be leased to the College. The buildings and the associated equipment should be sold to the College.
4. The administrative procedures and relationships outlined in this report should be established or allowed to continue.

- (a) This may be accomplished by immediate amendment to Part XI of the Public Schools Act.
- (b) Until bodies corporate are created, there is no one for the Government to deal with in regard to the assets of the proposed melded institutions.

DOUGLAS COLLEGE
ARCHIVES

V. FINANCIAL CONCERNS

LAND

The committee proposes that the lands making up the college sites be retained in the name of Her Majesty the Queen in Right of the Province of British Columbia, and that the same be leased by the incorporated Regional College for the purpose of operating thereon a regional college as defined in the appropriate statute.

- (a) The Lease would contain provision against assignment or subletting any portion of the land without the consent of the Crown but at the same time it would exclude the subletting of areas of the building for a period of less than one (1) year.
- (b) It is proposed that for budgetary purposes of the Crown Provincial, a lease fee be set that is relative to the going rate in the real estate market in the area of the college and that the lease fee be renegotiated every five (5) years.

BUILDINGS

The committee proposes that all of the buildings, including equipment therein, be conveyed to the college for \$1.00 and, in this regard, a Bill of Sale or other form of transfer could be exchanged.

- (a) The future construction, design, etc., of all buildings on the college sites would be entirely the responsibility of the college and the Department of Education.
- (b) Renovations, maintenance and upgrading of all improvements would be entirely within the hands of the college, as the owners of the buildings.

VI. MEMORANDUM OF AGREEMENT

The Task Force recommends that a Memorandum of Agreement be entered into with the Department of Education by each College affected by the process of melding with a B.C. Adult Vocational School.

The Committee recommends further that such a memorandum of agreement should contain the following provisions:

1. Employment of Personnel

- (a) Provincial Government Employees, other than those persons holding the classification of "limited or short-term appointment" shall be accorded a continuity of employment by the College for a period of not less than one (1) year, subject only to dismissal for proper cause.

In the event that a dispute should arise between the Employee and the College relative to dismissal, or the interpretation application, or alleged violation of this Memorandum of Agreement, the dispute shall be finally and conclusively resolved in accordance with the Procedure contained in this Memorandum.

- (b) It is recognized that some employees may desire to remain in the employ of the Provincial Government. All employees shall be accorded a period of twelve (12) calendar months from the date of melding to exercise the preference of remaining in the Provincial Government service.

In the event the employee exercises the preference aforementioned, the employee shall forthwith advise the College, the appropriate Department of the Provincial Government and the Civil Service Commission. Thereupon, the Civil Service Commission shall proceed to arrange a transfer and shall make every reasonable effort to consummate such transfer at the earliest possible date following receipt of the notification and within a period of not more than three (3) calendar years following the date of melding. Costs of any relocation as a result of such transfer shall be borne by the Provincial Government.

- (c) Civil Service salaries, procedures, benefits and other conditions of employment held at the date of melding shall be maintained for a period of twelve (12) calendar months from the date of melding. It is to be understood that should such salaries, procedures, benefits and other conditions of employment be altered for Provincial Government Employees, then such new terms and conditions shall apply to Provincial Government employees transferred as a result of the melding process. Notwithstanding the foregoing, it is to be understood that the College or its representative and the employees and their representative may, by mutual agreement, alter the aforementioned salaries and procedures.
- (d) If, as a result of the discontinuation of a programme, a position becomes redundant during the first year following the melding, the Provincial Government will ensure payment of the salary of that person holding such position to the end of the one-year or until other employment is obtained whichever occurs first.

2. Transfer of seniority and other benefits

- (a) It is understood and agreed that the number of employees of the Provincial Government transferred to the establishment of the College as a result of the melding process, shall not be reduced by the College. Provided, however, it is understood and agreed that where an employee (including Vocational Instructors) is transferred or promoted to a position classification in the service of the Provincial Government, then the filling of the resulting vacancy shall be at the discretion of the College.
- (b) Provincial Government Employees transferred to the College as a result of the melding process shall be accorded the full benefit of all fringe benefits accrued to the date of melding.
- (c) Those Provincial Government Employees so transferred and who elect to exercise the preference of remaining in the service of the Provincial Government shall be accorded salary, perquisites and fringe benefits as though their service with the Provincial Government were continuous. Notwithstanding the foregoing, during their period of employment with the College; sick leave benefits available to the employee shall be to the maximum accrual available under College policy, or by contractual relationships between the College and its employees; and provided further that the employee has sufficient sick leave credits accrued. In the event that a Provincial Government Employee has less sick leave accrual than the maximum provided by the College as aforesaid, then such amounts as accrued shall be transferred.
- (d) Those Provincial Government Employees who become employees of the College and who do not exercise such preference available to the Provincial Government Employees affected by the melding process, shall be accorded full and complete recognition of their service with the Provincial Government as though such service was in the employ of the College, save and except those matters specifically expressed hereinafter.
- (e) Sick leave credits accrued shall be retained by the employees in the following manner:-
 - (i) For the period of twelve (12) calendar months subsequent to the date of melding, the sick leave available to the employee shall be to the maximum provided by College policy or provided by contractual provision of any collective agreement between the College and its employees for the position classification held by the employee. Where such accrual of sick leave is in excess of the total allowable as aforesaid, then such excess shall be held in trust for the employee.

- (ii) At the end of the twelve (12) calendar month period, the Civil Service Commission shall pay to the employee the total number of days held in trust at the then rate of pay for the classification held by the employee. It is understood and agreed that the foregoing provision is in recognition of special circumstances and is without prejudice to the employee, his agent, the College and its agent, or the Civil Service Commission or the Provincial Government.
- (f) In a like manner; employees who do not exercise their preference of remaining in the service of the Provincial Government shall be paid on a pro-rata basis for service accrued toward retirement leave and anniversary leave. Such payment shall occur within a period of thirty (30) days following the twelve (12) calendar months after melding. Payment shall be based upon the rate of pay in effect for the employee at the date of melding. Costs of the payments aforementioned shall be borne by the Provincial Government.
- (g) Pension Plans
- It is agreed and understood that Provincial Government Employees who become employees of the College as a result of the melding process, for the purposes of superannuation, shall continue to be contributors to the Public Service Superannuation Act and shall be governed by the provisions of that statute for pension and its other purposes. It is further agreed and understood that those employees of the College who at the date of melding are contributors to any other Provincial Pension or Superannuation Act, shall continue to be contributors and shall be governed by the provisions of the said Act.
- (h) Appeals Procedure
- In the event that a dispute arises between an employee and the College relative to dismissal, the matter shall be finally and conclusively settled in the following manner:
- (i) When either party advises the other that the dismissal be submitted to arbitration, such advice shall be made in writing. Within a period of five (5) days following receipt of such advice, each party shall name an arbitrator and notify the other party of the name and address of its appointee. If the recipient of the notice fails to appoint an arbitrator or if the two appointees fail to agree upon a chairman within five days, the appointments shall be made by the Minister of Education upon the request of either party;
- (ii) Board Procedures - The Board shall commence its proceedings within a period of seventy-two (72) hours after the chairman is appointed and shall render a decision within 10 days from the date

the chairman is appointed. The decision of a majority of the Board shall be the decision of the Board;

- (iii) Decision of the Board - Should the Board of Arbitration find that the employee was dismissed for other than proper cause, the Board of Arbitration may direct the employer to reinstate the employee and to pay the employee a sum equal to wages or salary lost by reason of such dismissal;
- (iv) Expenses of the Board - The fees and expenses of each of the appointees to the Board, including the Chairman, shall be borne by the employer.

3. Administrative Recommendations

It is recommended that:

- (a) Each Provincial Government employee affected by the meld should be provided with an appropriate form so that he or she may indicate as to whether they wish to remain in the service of the Provincial Government, as provided in Section (b) Page 2 of the Committee Report.
- (b) All Provincial Government employees affected by the meld should be automatically placed in the "status" of Provincial Government Employees of "Leave of Absence Without Pay" for a period of at least one (1) year or until such time as the form (in recommendation (a)) has been filed to either extend or sever the employment service with the Province of British Columbia.
- (c) The individual College Councils arrange that college benefits which are less than those prevailing for Provincial Government Employees be altered so that such benefits are equal to those of the Provincial Government Employees (e.g. Sick Leave Benefits).
- (d) Any Provincial Government employee who, at the date of melding, is within not more than two (2) years of the mandatory retirement age (65 years) shall be accorded the option of early retirement without any actuarial reduction in superannuation benefits.

VII. ADMINISTRATIVE PROCEDURES

- (a) Between Colleges and Government Departments, Federal and Provincial, other than Education and Labour.

The Department of Education should act to co-ordinate Government functions in relation to the colleges.

- (i) Any educational programmes being offered by Departments of the Provincial Government other than the Department of Education or the Department of Labour should be offered in the Regional Colleges or with the co-operation of the Regional Colleges in the College Regions.

The Department of Government requiring the course should request the same through the Department of Education who would then allocate the course to the college involved and participate with the college in the creation of the curricula.

- (ii) For programmes designed for the disadvantaged and those requiring rehabilitation, the organizing and funding should continue to be co-ordinated by the Department of Education. Provincial Departments of Health & Hospital Insurance Services and the Department of Human Resources have statutory responsibility for individuals in distress circumstances and will make referrals to programmes through the Department of Education.

(b) With agencies external to Government

With the exception of the Federal Government and the Provincial Government, all other agencies should deal directly with the Regional Colleges.

(c) Department of Education

For the present and in the initial stages of the melded colleges, the existing arrangements between the colleges and the Department of Education should be continued. It is essential that in every way the local autonomy of the college should be recognized and protected.

(d) Department of Labour

In respect to those vocational programmes sponsored by the Provincial Department of Labour, the Department of Education should continue to co-ordinate the programmes within the principles of agreements presently existing between the departments.

(e) General

In general, Colleges will negotiate directly with Federal Government Agencies such as the Department of Indian Affairs in all matters; however, since agreements exist between the Province and the Senior Government for major programmes sponsored by the Department of Manpower & Immigration on which the Province depends for substantial funding of vocational programmes, the existing arrangements for purchase procedures and contracts should remain.

VIII. OTHER RECOMMENDATIONS

1. Public enquiry

The committee wishes to urge strongly that the Honourable the Minister of Education consider the establishment, under the Public Enquiries Act, of a public enquiry into the whole area of apprenticeship, trades training and other industrial education.

- X2. In visiting the various institutions, members of the Committee have found some concern and much interest in being involved in the college policy-making process. The Committee sees value in some employee involvement in the college governing body and wishes to draw this to the attention of the Minister.

R. F. Grant, Chairman

FACULTY ASSOCIATION MEMBERS

The financing formula proposed herein can have serious implications for budgets, student - teacher - counsellor - librarian ratios and future negotiations. Could you study it and send your comments to Roger Elmes, D.F.A. President or to any other member of your Executive.

A few more bits of news. The second enclosure gives you a summary of the fees of other college faculty associations in B.C. I was away from that portion of the meeting so this accounts for the absence of Douglas College. Finally, only two college faculty associations are not certified. Guess who? New Caledonia will be submitting their application soon, and Douglas College has just applied. I have not heard of any problem resulting from certification other than administrators and staff being worried if they will or will not be included in the bargaining unit. Everyone that I have talked with seem happy with their newly found sense of responsibility. Faculty associations have become more like partners in the college operation after certification. Could it be that they are being taken more seriously?

Andre Piquette

CFF Director

FULL TIME EQUIVALENT STUDENT (FTE) AND FINANCE FORMULAS

The College Bursars and Principals and Department of Education representatives met in Vancouver on October 23, 1974, to consider the FTE and Finance Formulas which were proposed at the meeting called by the Department of Education, Division of Financial Services, in September.

The following FTE Formula which is based upon scheduled instructor-student contact hours was adopted.

$$\text{FTE} = \frac{(\text{No. Students taking Course}) (\text{No. Contact Hours for Course})}{(\text{Total No. Contact Hours in Program for Model Student})}$$

A model student is defined as a full time student who is taking a full slate of courses as required for his particular program. In the case of Career Programs, the course requirements are specifically stated, and consequently the number of contact hours for a model student is easily determined.

Program	Model Student Contact Hours Per Week
Business Administration	23
Civil & Structural Technology	31
Fine Arts	29
Preparatory	25

For University Transfer programs the specific course requirements are specifically stated, and consequently there is considerable variation in the number of contact hours. Therefore it has been agreed that only six model student categories will be used and the number of contact hours for each category will be determined by calculating the average number of contact hours for all full time students in that category.

Program	Model Student Contact Hours Per Week*
B.A.	18.223
B.Comm.	18.77
B.F.A.	25.00
B.Mus.	no sample
B.P.E.	no sample
B.Sc.	24.38

* approximate values for Okanagan College

General Credit courses will be treated in the same way using the most appropriate Career or University Transfer program for model student category for the denominator.

General Interest courses which do not fit Career or University Transfer programs will use a value of 20 in the denominator which will be common to all Colleges.

For 1974 the "snapshot" FTE census will be taken as of October 15 using the Formula described above.

This Formula is also applicable to Vocational programs but it is not intended to make calculations in this area this year.

Starting next year all Colleges will also report an annual total FTE for the period September 1 to August 31. Details for this calculation remain to be worked out, but it is likely that this semester will be used as the base unit. A joint committee of College and Department of Education representatives will be bringing forward a recommendation in the near future for the Finance Formula. J. Doerksen will represent Okanagan College on this Committee.

The Department has accepted the concept that the Formula will be tied to the FTE Formula and will thus be based upon contact hours. It has also been agreed that plant operation and library will be treated as programs rather than separately as initially proposed.

It is expected that budget preparation procedures and the Formula will be tied together and that the Formula should serve:

1. to provide an equitable allocation of funds among the Colleges;
2. as a planning tool as well as fund allocation devise;
3. to make possible valid comparisons of the different Colleges;
4. to demonstrate the need for supplementary funds when enrolment grows unexpectedly;
5. to demonstrate the need for fund reduction when enrolment declines unexpectedly.

The Formula will possibly be similar to the following:

$$\text{Grant} = kc(E_1W_1 + E_2W_2 + E_3W_3 + \dots) + S - F$$

K' - a constant related to the size of the institution in terms of the number of students served.

c - cost per unit of instruction. This would be based on historical costs and subjected to a "cost-of-living adjustment" each year.

E - projected FTE by program category.

W - weight factor to take into account that some programs are more expensive (e.g. Automotive Mechanical Repair) than others (e.g. Economics).

S - special costs for new programs, services, etc.

F - tuition fees.

DEPARTMENT OF EDUCATION REORGANIZATION

As a further step in the reorganization of the Department of Education, Dr. Jack Newberry has been appointed Assistant Superintendent, Post-Secondary Programmes, and will be especially involved with the development of College Career and University Transfer Programmes. In addition, he will continue to advise the Finance and Planning Divisions, and be a member of the budget review team.

The appointment of a Superintendent of Post-Secondary Programmes is expected shortly. Since Mr. Soles, the Associate Deputy Minister, and Dr. Newberry have an academic orientation, it is intended to appoint a Superintendent who has a strong background in Vocational and Industrial Education.

In a further phase it is intended to appoint four directors and a number of coordinators of Post-Secondary Programmes. The directors will have a general supervisory responsibility for educational and budget development in the following areas:

Industrial (non-designated trades)

Trades

Career

Continuing Education - Directed Studies.

The coordinators will work in programme areas such as Industrial, Apprenticeship, Engineering, Health, Business, Upgrading, Visual Arts, Languages, and Community Services. In some of these areas the coordinators will also be responsible for the same programmes at the Secondary School level. The coordinators function will entail a strong liaison role with Colleges, Industry, and Government in developing and monitoring programmes. It is expected that these personnel will spend approximately fifty percent of their time in the field.

The question of CFF dues led to a general discussion on the subject of Association policies regarding dues collected from part-time people. Some Associations are collecting dues, on a pro-rated basis, from part-time people.

Bill Schermbrucker, as Chairman of the Salary and Working Conditions Committee was asked to look into the practice of the collecting of dues from part-time members; however, it was discovered that the information was available at this meeting. Each director was then asked to comment on his Association's policy. The results are tabulated below, excepting Cariboo, Camosun and Douglas from which there was no information available at this time.

1974 FACULTY ASSOCIATION MEMBERSHIP FEES

COLLEGE	FEES	STATUS OF PART-TIME MEMBERS
Selkirk	\$60	Same as CNC
VCC	\$84	Association bargains for part-time people; dues for them are pro-rated; full voting rights; Association also has a social membership available, which membership currently includes some members of the Administration.
OKANAGAN	\$70	Minimal \$5 fee; associate membership; Association does not bargain for part-time people.
CNC	\$35	No associate memberships; Association does bargain for part-time people.
CAPILANO	\$100	Same as VCC, but no social memberships; also, half of the fee to be set aside for Collective Bargaining contingency reserve.
MALASPINA	\$30	part-time personnel hold full membership and pay full fees; Association does bargain for them.

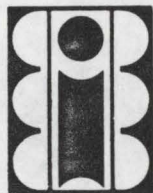
Because of the wide variation indicated in the table, it was felt necessary that the Salary and Working Conditions Committee examine the relationship between part-time instructors and their Associations.

To all interested:

The following items may be of interest to you: A learning Experience for Those Concerned with Canadian Community Colleges, Expo-Sciences, and Project learning. These programs were distributed at the College Canada 74 Conference which I attended in November.

Andre Piquette
Association of Canadian Community
College B.C. Representative

**A Learning
Experience
for Those
Concerned with
Canadian
Community
Colleges**



**A
CANADIAN
COMMUNITY
COLLEGES
INSTITUTE
SEMINAR**

**1975
CANADIAN
PROFESSIONAL
DEVELOPMENT
WORKSHOP**

OF THE

**CANADIAN
COMMUNITY
COLLEGES
INSTITUTE**

The Method

The Workshop assumes that learning is most meaningful and lasting when it most closely meets personal learning needs. The group generates its own dynamic model through which personal and group needs and resources are identified and organized to create person-centered learning experiences.

Permanent resident staff, aside from administrative personnel, consist of highly qualified animators who function as catalysts in the learning-need/learning-resource process. The animators, skilled in group dynamics and the learning process, help identify not only those resources already provided for, but the resources among the participants that can best serve their own personal and professional needs.

**PLANNING COMMITTEE
CANADIAN PROFESSIONAL
DEVELOPMENT SEMINAR**

Barry Pashak,	Executive Director (1975)
Janet Burton,	Centennial College
Beth Corden,	Humber College
Mona Chéhadé,	Collège Bois-de-Boulogne
Ken MacKeracher,	Humber College
Serge Malouin,	CEGEP de Sherbrooke
David Tabakow,	Vanier College
Bill Thompson,	Humber College
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COLLEGES INSTITUTE**

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Bruce McAusland,	Director General John Abbott College
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Martin Serediak,	Mount Royal College

Participants, however, make the decisions as to their own directions. This is accomplished through daily planning sessions, a steering committee, and various ad-hoc groups focusing on mutually identified needs.

C.C.C.I.-A.C.C.C.

The Canadian Community Colleges Institute has a communications affiliation with the Association of Canadian Community Colleges and works with the A.C.C.C. specifically in the area of professional and developmental programmes.

Workshop Fee: Group fees are available for up to a maximum of three participants from the same college.

**For Further
Information
and
Applications**

Canadian Professional
Development Workshop
A.C.C.C.
1750 Finch Ave. E.
Willowdale, Ontario M2N 3T2

WHERE

This year's workshop will be held at Geneva Park on beautiful Lake Couchiching in the Muskokas. Geneva Park is 100 miles north of Toronto on Rt. 11 and surface transportation is available between Toronto International Airport and the Institute site.

June 15-27, 1975

COST

	PER PERSON	TOTAL
For one participant	\$160.00	\$160.00
For two participants	\$150.00	\$300.00
For three participants	\$140.00	\$420.00

Accommodations:

	PER DAY	TOTAL
Single rooms	\$20.00	\$220.00
Double rooms	\$16.00	\$176.00

What is the Institute?

The Canadian Community Colleges Institute (CCCI) is a voluntary and professional association founded in 1970 by Doctor Gordon Campbell at the University of Lethbridge. One of its activities is the annual organization of an intensive two week learning experience that provides global educational growth to community college educators in a Canadian context. Other annual seminars focus on Canadian Studies and on Collective Bargaining.

OTHER INSTITUTE SEMINARS: • CANADIAN STUDIES • COLLECTIVE BARGAINING

Educational Trends and Innovations

The Institute attempts to provide access to as wide a range of educational ideas as possible. Accordingly, a number of consultants, each highly skilled in one or more areas of collegial education, have been hired on a stand-by basis, and will be available as a resource for Institute participants.

Material resources include a comprehensive library of books, articles, documents, films, and tapes. Summaries of workshops and seminars are made available to participants for their later use on home campuses.

University Credit

Arrangements have been made for participants to be enrolled at the University of Sherbrooke. Credit may also be obtained by properly enrolled students at other Canadian universities and institutions.

The Institute strives:

- to provide means for the development of viable approaches to the concerns common to the Colleges of Canada.
- to promote the personal and professional development of those involved with Canadian Colleges through education and information exchange.
- to further a sense of purpose that is common to the Colleges of Canada and to promote their aims in the wider community.

The Institute thus serves as an enriched resource center, an experiential self-directed learning model, and a national forum.

An Experience In Leadership Training

The Institute is rooted in a simple faith. Personal growth and educational excellence go hand in hand; the more that Canadian Community College educators develop their leadership skills, the more effective they will be in improving the quality of education in their own colleges.

Participants at the Summer Workshop learn:

- to quickly familiarize themselves with a great variety of material resources.
- to identify the skills of other educators and to utilize these skills as an important educational resource.
- to develop structures and activities that will fulfill both their own needs and those of a highly diverse group of educators, each of whom has his own set of educational problems.

Thus, the Institute is designed to aid the personal development of each participant and to give him/her an opportunity to function as a leader in a dynamic learning environment.

An Experience in Cultural Exchange

Each year, the site of the National Professional Development Workshop alternates between the francophone

and anglophone cultural milieux. Skilled professional translators are available to facilitate the rich cultural exchange which takes place among participants, and bilingualism and biculturalism are pervasive influences, touching every aspect of life at the Institute. The many cultural activities such as poetry readings, musical evenings, etc. provide both anglophones and francophones with an opportunity for a greater understanding of each other's cultures, and this increased awareness and appreciation of the Canadian reality is often felt by participants to be among their most valuable learnings at the Institute.

A National Network of Educational Problem Solvers

The Institute provides a unique opportunity for college educators from all parts of Canada to come together in an atmosphere designed to facilitate the interchange of educational problem solving skills. Many of the friendships and professional relationships that develop during the Institute become permanent, and past participants have created a rich and ever-growing national network which enables them to utilize the educational skills of their counterparts in other parts of the country to help solve the problems they confront in their own colleges.

Thus, the learning process which is initiated at each year's Professional Development Workshop continues to be augmented in the months and years after the Workshop's formal close.

14° Expo-Sciences Pan-Canadienne Ltée



KENOGAMI, C.P. 188 P. Q. G7X 7X7

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A Word from the President

In close cooperation with the Youth Science Foundation and the Conseil de la Jeunesse Scientifique of Quebec, the host committee of the fourteenth Canada-Wide Science Fair is pursuing two objectives.

- The first objective concerns the organisation of a national exhibition of the projects submitted by Canada's finest pre-university science students. An eight day program of scientific, cultural, sight-seeing and social activities will be offered to the 225 grand winners of the regional science fairs throughout Canada and to the 75 delegates accompanying them.
- Moreover, we hope that the event will help in promoting the expansion of extra-curricular science activities and in fostering a greater motivation towards scientific careers.

In view of this second objective, besides inviting distinguished speakers, the Saguenay-Lac St-Jean region will host Board of Directors meetings of various groups such as the Conseil de la jeunesse scientifique, the Youth Science Foundation, the science curriculum service of the Department of Education, the National Committee of Science Fairs, etc.

At present, we are assured of the participation of the world of industry and of education [at the secondary, collegial and university levels]; similarly, we are also sure of the collaboration of many government departments such as:

- Environnement Canada,
- the Secretariat of State,
- the High Commission of Youth, Recreation and sports,
- the Department of Education of Quebec,
- the Department of Cultural Affairs,
- Communication-Québec, etc.

Your presence at Jonquière for this event will be another token of your encouragement to the aspirations of this young people.

Claude Rainville,
président

PROJECT LEARNING
AN ENTREPRENEURIAL APPROACH
TO EDUCATION

Project Learning is
Learning By Doing

Students learn more by applying
classroom theory to actual
industrial, business and social
problems.

CONFERENCE FORMAT

A working conference to share
ideas and experiences and to
help colleges get involved in
the project learning approach.

KEYNOTE SPEAKERS

Dr. R. C. Quittenton
President
St. Clair College
Windsor, Ontario

Dr. William Grogan
Dean
Worcester Polytechnic Institute
Worcester, Massachusetts

Mr. Michael Zaleski
Executive Director
Canadian Centre for Entrepreneurial
Studies
Toronto, Ontario

Mr. John Pesce
Chairman of Mechanical Technology
Centennial College
Toronto, Ontario

PROGRAM

SUNDAY, FEBRUARY 16

8:00-10:00 pm Early Bird Reception
(Seaway Inn)

MONDAY, FEBRUARY 17

8:00 am Transportation from Seaway Inn to
St. Clair College

8:30-9:00 am Registration (coffee and doughnuts)

9:00-10:30 am General Discussion:

WHAT'S HAPPENING IN PROJECT LEARNING

- W. Grogan, Worcester Polytechnic
- J. Pesce, Centennial College
- L. Kirk, St. Clair College

10:30-10:45 am Coffee

10:45-11:45 am Small Group Discussion:

CURRICULUM ADJUSTMENTS

12:00-1:30 pm Lunch - St. Clair College

Speaker: R. Quittenton

THE PROJECT LEARNING PHILOSOPHY

1:45-2:45 pm Small Group Discussion:

FACULTY COOPERATION

2:45-3:00 pm Coffee

3:00-4:00 pm Small Group Discussion:

FINANCIAL CONSIDERATIONS

Transportation from St. Clair College
to Seaway Inn (as required)

6:00-7:00 pm Social Hour, Seaway Inn

7:00-9:00 pm Banquet, Seaway Inn

Speaker: M. Zaleski

EDUCATING THE ENTREPRENEUR

TUESDAY, FEBRUARY 18

8:00 am Transportation from Seaway Inn to
St. Clair College

8:30-9:30 am Panel Discussions:

THE INVENTOR AND THE PROJECT APPROACH

9:30-9:45 am Coffee

9:45-10:45 am INDUSTRY'S VIEW

10:45-11:45 am STUDENT REACTION

12:00-1:30 pm Wrap up Lunch, St. Clair College
Reports from small group coordinators

REGISTRATION INFORMATION

REGISTRATION FEE - \$45.00

includes:

- transportation to and from
the College and Seaway Inn
- two lunches and a dinner
banquet
- plus an Early Bird Reception
at the Seaway Inn at 8:00 pm
on Sunday, February 16, 1975

HOTEL

Seaway Inn

A first class hotel in
Downtown Windsor

Single room - \$17.00
Double room - \$26.00

Pool and sauna facilities
are available for your use.

ENQUIRIES

Please contact:

Mr. L. P. Kirk
St. Clair College
Tel. (519) 966-1656
Extension 459

DOUGLAS COLLEGE
ARCHIVES

ANYONE INTERESTED IN A COLLECTIVE BARGAINING SEMINAR?

The CFF and the Douglas College Faculty Association executives will be represented.

Andre Piquette
CFF Director

DEUXIEME
**THE SECOND NATIONAL
 SEMINAIRE LIBRE SUR
 INVITATIONAL SEMINAR ON
 LA NEGOCIATION COLLECTIVE
 COLLECTIVE BARGAINING
 DANS L'ENSEIGNEMENT SUPERIEUR
 IN HIGHER EDUCATION
 AU CANADA
 IN CANADA**

**JANUARY 24, 25, 26, 27 JANVIER
 BANFF CENTRE/CENTRE DE BANFF
 BANFF, ALBERTA**

SPONSORED BY/ORGANISE PAR:
**CCCI/ICPC
 CANADIAN COMMUNITY
 INSTITUT DES COLLEGS
 COLLEGES INSTITUTE
 PUBLICS DU CANADA**

Planning Participants:

Gordon Bell
 British Columbia Institute of Technology
 Staff Society Executive

Gordon Campbell
 University of Lethbridge
 Director CCCI

Ross Carter
 Vancouver Community College
 Director CFF (BC)

Bruce Fraser
 Selkirk College
 Principal

Douglas Gray
 University of British Columbia
 Law Student

Ray Howe
 Collective Bargaining Consultant
 Dearborn, Michigan

Dale Jones
 Vancouver Community College
 Personnel Officer

Dick King
 St. Clair College
 Branch President, CSAO

Bill Robertson
 British Columbia Institute of Technology
 Directed Studies Coordinator

Mary Robinson
 Vancouver Community College
 Vocational Instructors' Association

Ross Rachar
 Fanshawe College
 Branch President, CSAO

Martin Serediak
 Mount Royal College
 President, Alberta Association
 of College Faculties
 Director CCCI
 CAUT Representative

Richard Spencer
 University of British Columbia
 CAUT President

Herb Warburton
 Okanagan College
 President, College Faculties
 Federation (BC)

ANNOUNCEMENT ANNOUNCEMENT ANNOUNCEMENT ANNOUNCEMENT

**THE SECOND NATIONAL INVITATIONAL SEMINAR ON COLLECTIVE
 BARGAINING IN HIGHER EDUCATION IN CANADA**

COMMUNITY COLLEGES

TECHNICAL AND VOCATIONAL INSTITUTES

UNIVERSITIES

DOUGLAS COLLEGE
 ARCHIVES

In 1973, ninety-eight delegates representative of faculty, administrators, and boards of governors from seven provinces of Canada met to explore the implications of the growing trend toward formal collective bargaining in institutions of higher education. As the successful conference concluded the delegates asked themselves whether further meetings of such a representative national group should continue this exchange of information. The answer was resoundingly - YES!!

The Banff Centre has been reserved for late January 1975 and a programme which provides for the interests of representatives of governing bodies, administrators, and faculty with various levels of experience in collective bargaining has been designed. Mr. Ray A. Howe, formerly Chief Negotiator for Henry Ford Community College, presently associated with the Dearborn Educational System with responsibilities in collective bargaining, and author of *The Community College Board of Trustees and Negotiations With Faculty*, will participate throughout the seminar.

This second seminar will concentrate on the bargaining process both as an instrument for faculty welfare and for college development. A special place on the programme has been reserved for the developing university scene and collective bargaining. Time has also been reserved for the special regional interests of the various provinces. If you have a special topic concerning collective bargaining in your area and feel it should be included in the programme, please let us know before December 15. Suggestions may be directed to either Ross Carter or Bill Robertson (see below).

As British Columbia's Labour Minister, Bill King, said recently, "It is essential that when we sit back as we do, and demand responsibility from negotiators, that we recognize the obligation to ensure there is a better educational approach". This conference is higher education's effort to ensure that better approach.

Red circle the dates January 24, 25, 26, and 27 in your calendar. Further programme and registration information will follow soon.

Fees: \$200 per institution for up to six delegates
 \$ 25 for each additional institutional delegate
 \$ 35 for each unsponsored delegate

Inquiries: Ross Carter (604) 324-5386
 Bill Robertson (604) 434-5722 (648)
 Telex 043 54661

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